

The correlation between students' vocabulary mastery and listening ability

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Abstract

This research described the correlation between vocabulary mastery and listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru. The problems that should be answered in this research were: (1) how is the students' vocabulary mastery? (2) How is the students' ability in listening ability? 3) Is there any significant correlation between students' vocabulary mastery and their listening ability? The subject of this research was the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru. There were 75 students in the eleventh grade. The data of this research were collected through: written test and documentary. Then all data are analyzed with quantitative method and by using inductive method to draw conclusion. By using product moment formula, the final result shows that r_{xy} is 0.557. For $N = 75$, r table in 5% fault is 0.227 and 1% fault is 0.296. It appears that r_{xy} is more than r table. It means that the null hypothesis (H_0) was denied and the hypothesis alternative (H_a) is accepted. It can be concluded that there is a significant correlation between students' vocabulary mastery and listening ability. The direction of correlation is positive correlation and sufficient category.

Keywords: Vocabulary, Mastery, Listening, Ability, Correlation

INTRODUCTION

In learning English, many aspects should be developed and mastered by the learners. One of them is vocabulary. Vocabulary is a vital aspect in language because it appears in every skill of language such as listening, speaking, reading and writing.

People have difficulties in expressing their ideas when their vocabulary is limited, the acquisition of a large number of vocabularies can help the

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students read, speak, listen and also write English. Mastering vocabulary is the ability to get or to receive a lot of words. Vocabulary is one of the important language elements that should be mastered by students (Sulastri, 2011, p. 103). Furthermore, mastering vocabulary will help other aspects (four skills) in language especially in listening. Richard (2002, p.14) said that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" thus it cannot be ignored vocabulary is an essential element which should be mastered by students in learning English language.

There are four skills that should be developed and mastered by the learners. The skills are: listening, speaking, reading, and writing. For the first skill above, listening is more difficult than others. Schmitt (1997, p.25) says "many students find listening is the most difficult skill in English. Listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sound". Listening also leads to understand facts and ideas. Listening skill is really needed by students in order that they can absorb anything that the teacher taught. By listening, students can get much information around them. Listening is the first skill that the students do in learning language. When the students learn English, it is necessary for them to listen to everything that the teacher explains. Since listening is an active skill in English, in two-exchange communication, students are active at the time they respond what they hear or see or agree with a topic discussed (Qodir, Baehaqi, & Miftah, 2016, p. 2). Typically, students of English from non-English speaking country have little listening English experiences. If the students have a very limited vocabulary, then vocabulary can be taught through English listening.

According to Hugs (2003, p. 179), vocabulary supports other language skills such as listening, speaking, reading, and writing, and it must be mastered when learning a foreign language. It means that listening is one of the skills in English language which can be influenced by the mastery of vocabulary. Additionally, expressive vocabulary knowledge and listening comprehension skills were found to be independently related to words identification abilities (wise, 2007, p. 50). It explains that the vocabulary has a special relationship with listening.

The researchers assumed that the more vocabulary students know, it will be better for their listening. According to the result of pre-interview with some students of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru about their English subject problems, especially about their listening skill, the researchers got information that they have problem in listening because they do not have enough vocabulary to catch the

meaning. Some of them said if they have enough vocabulary, listening skill would be easy for them. Other students said if the students master vocabulary, they would listen easily and guess every word or sentence that they heard from the material.

Statements of The Problem

In order to get clear information for this research, the problems that are being to be studied, as follow:

1. How is the students' vocabulary mastery of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru?
2. How is the listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru?
3. Is there any significant correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru?

Objective Of Study

There are some purposes of this research:

1. To find out the students' vocabulary mastery of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.
2. To find out the listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.
3. To find out the correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.

Significance Of Study

Theoretically, it can motivate teachers to find a new way which is appropriate in teaching vocabulary and listening. It also encourages the teachers to develop their creativity to improve teaching and learning process. In addition, the teacher's capability to conduct the teaching and learning activity is improved as a result the teaching and learning activity can run well.

METHOD

Research Design

In conducting the research, the researchers used correlational research. Correlational research indicates an association between two or more variables (Creswell, 2008, p.358). In the research, the researcher used test to score

students' vocabulary mastery. Then, the researcher conducts listening test to measure their vocabulary mastery. After that, Pearson Product Moment formula is used to correlate two variables and to find out the significance correlation between students' vocabulary mastery and their listening ability. The independent variable of this research is the students' vocabulary mastery (variable X) and listening ability is the dependent variable (variable Y).

Research Location

The research was conducted at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru, Street. Rahayu, Banjarbaru Desa Banjarbaru Utara Kec. Banjarbaru Kota Banjarbaru, South Kalimantan. This research is applied to students in eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru.

Research Subject

The subject of this research is all the students of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru which consists of 75 students from two classes (class XI IPA 1, and XI IPA 2) as can be seen in the following table

Table 1. Distribution of the Subject of Research				
Sexual status				
Number	Class			Total
		Male	Female	
1.	XI IPA 1	14	24	38
2.	XI IPA 2	15	22	37
Total		29	46	75

Data

The data that related to statement of the problems are about the students' vocabulary mastery and their listening ability of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru which are seen in their score from the written test.

Technique of Data collection

In collecting the data, the instruments of this research is the test to measure the students' vocabulary mastery (variable X) and listening test to measure the students' listening ability (variable Y).

1. Test

In this research, the students are tested to know their vocabulary mastery and listening skill. The test is in written form in multiple choice items. The test was conducted in two classes of the eleventh grade. The test is done twice in each class, the first for vocabulary test and the second for listening test. The test spent about 25 minutes in each test.

To measure the students' vocabulary mastery and their listening ability of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru, the researchers prepared English National Examination year 2015/2016 code 4. The objective test is used because the objective test is more objective and representative. The total number of test item is 20. The total Maximum Expected Score (MES) of question is 100 point. To determine the degree of students' vocabulary mastery and their listening skills, the writer used the following formula according to Murdan (2006, 47):

$$M = \frac{\sum X}{N}$$

M = Mean

$\sum X$ = Total score

N = Total number of respondents

The highest score is 100 and the lowest is 0. Then students' scores are interpreted as their vocabulary mastery and listening skill.

2. Documentary

Documentary is a technique to collect data from written sources (Arikunto, 1992, pg. 131). Documentation is used to collect basic data obtained from research location, dean, administration staff, and total number of teachers, classes, and students.

Data Analysis Procedure

After processing the data, the next step is data analyzing. There are four steps of analyzing data. The first step is to find out the degree of students' vocabulary mastery. The second is to find out the students' listening ability. The third is to see the correlation degree of them. The last step is to test hypothesis.

1. To find out the degree of students' part of vocabulary mastery and their listening skill and the relation degree of them:

a. Make students' score table based on the kind of test and find out the sum of

- their score: students' score of vocabulary mastery test symbolized as X variable and students' score in listening ability test symbolized as Y variable.
- b. Classifying students' score using the following criteria as the standard score of the tests, in classifying the score, the researcher uses the categories which is taken from David p. Harris (1969, p. 134), as follows:

Table 2 Categories of Vocabulary Mastery and Listening Ability

Score	Category
80 – 100	Excellent
70 – 79	Good
60 – 69	Fair
50 – 59	Low
0 – 49	Poor

2. Making Diagram

- a. Determining the mean (M) of the respondents score

Mean is the average of all respondents' score. By dividing all scores the number of respondents (Murdan, 2006). In this case, the mean will be determined by using the formula as follow:

$$Mx = \frac{\sum X}{N}$$

$$My = \frac{\sum Y}{N}$$

Where:

$\sum X$: the sum of students' vocabulary mastery

$\sum Y$: the sum of students' listening skill

N: Number of respondents

3. Making working table

Table 3 the working table for the number of research subject

Subject	X	Y	x	Y	Xy	x^2	y^2
N = 75					$\sum xy$	$\sum x^2$	$\sum y^2$

Where:

X: The score of students' vocabulary mastery

Y: The score of students' listening skill

x: $X - Mx$

y: $Y - My$

4. Determining the degree of r_{xy}

In order to determine the degree of correlation between students' vocabulary mastery and their listening ability the eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru. The researchers used a Pearson product moment formula because both of data are interval data, Murdan (2006) says that if the correlation has two kinds of variables that are interval data, the researchers should use the coefficient Pearson product moment formula.

Product moment formula is usually used to correlate two variables based on its correlation coefficient value, it is useful to describe and find out the significance of the relation between those two variables, variable X and variable Y. It is usually symbolized by r or r_{xy} .

Pearson product moment formula as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

r_{xy} = The correlation coefficient between correlated variable X and Y

$\sum xy$ = The sum of the multiplication between variable X score and variable Y score

$\sum x^2$ = The sum of standard deviation from variable X

$\sum y^2$ = The sum of standard deviation from variable Y

To test hypothesis

1. Consulting the degree of correlation (r_{xy}) and the degree of coefficient correlation product moment table to determine whether there is a correlation between students' vocabulary mastery and listening skill or not. In this research, the number of the respondents is 75. By looking at the table of coefficient correlation degree of Pearson product moment, the table degree of correlation of 75 in 5% fault significant is 0.227 and its degree of correlation in 1% fault is 0.296.
2. Interpreting the result and making conclusion. There are possibilities conclusion:
 - If $r_{xy} < 0.227$ or $r_{xy} < 0.296$, the hypothesis null (H_0) is accepted and the hypothesis alternative (H_a) is denied. It means there is no significant correlation between students' vocabulary mastery and their listening ability.
 - If $r_{xy} > 0.227$ or $r_{xy} > 0.296$, the null hypothesis (H_0) is denied and hypothesis

alternative (Ha) is accepted. It means there is a significant correlation between students' vocabulary mastery and their listening ability.

3. Interpreting the result by referring to rough standard. The standard that used in this research is as follow suggested by Murdan (2005, p.135).

Table 4 Correlational Standard

Coefficient correlation	Category
0.8 – 1.00	Very high
0.60 - <0.80	High
0.40 -<0.60	Fair
0.20-<0.40	Low
0.00 - <0.20	Very low

FINDINGS AND DISCUSSIONS

1. The students' vocabulary mastery of the eleventh grade studies at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.

Based on the result of vocabulary mastery test of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017, it was found that the highest score is 100 and the lowest score is 30. The accumulated score is 5490. The result can be seen in the table below:

Table 5 Students' Vocabulary Mastery Scores

Number	Students' Names	Vocabulary mastery (X)
1	A	70
2	B	90
3	C	70
4	D	70
5	E	50
6	F	90
7	G	60
8	H	70
9	I	70
10	J	70
11	K	90

12	L	60
13	M	90
14	N	100
15	O	70
16	P	60
17	Q	70
18	R	70
19	S	90
20	T	80
21	U	70
22	V	50
23	W	70
24	X	70
25	Y	90
26	Z	90
27	AA	70
28	AB	90
29	AC	60
30	AD	70
31	AE	60
32	AF	70
33	AG	80
34	AH	60
35	AI	70
36	AJ	80
37	AK	90
38	AL	100
39	AM	70
40	AN	70
41	AO	100
42	AP	60

43	AQ	40
44	AR	30
45	AS	70
46	AT	70
47	AU	50
48	AV	80
49	AW	90
50	AX	100
51	AY	50
52	AZ	40
53	BA	100
54	BB	100
55	BC	90
56	BD	80
57	BE	60
58	BF	60
59	BG	70
60	BH	60
61	BI	40
62	BJ	70
63	BK	70
64	BL	80
65	BM	60
66	BN	100
67	BO	100
68	BP	70
69	BQ	80
70	BR	70
71	BS	50
72	BT	80
73	BU	90

74	BV	100
75	BW	60
Total		$\Sigma X = 5490$

To know the students' level at the test, the writer classifies the data into 6 categories, namely excellent, good, sufficient, low, very low and poor as the standard score of the test. The clarification of students' ability can be seen in the table as below:

Table 6 Classification of students' in Vocabulary Mastery			
Score	Frequency	Percentage	Category
80 – 100	29	38.66%	Excellent
70 - < 80	25	33.33%	Good
60 - < 70	12	16%	Sufficient
50 - < 60	5	6.66%	Low
40 - < 50	3	4%	Very low
0 - < 40	1	1.33%	Poor
Total	N = 75	100%	

The table above shows students' ability of vocabulary mastery. 38.66% students are in excellent level, 33.33% students are in good level, 16% students are in sufficient level. But there are 6.66% students who are in low level, 4% students are in very low level, and 1.33% students get poor level.

2. The listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.

From the result of listening test of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru, it is found that the highest score is 100 and the lowest score is 40. The accumulated score is 5720.

Table 7 Students' Listening Scores		
Number	Students' Names	Listening ability (Y)
1	A	90
2	B	80
3	C	70
4	D	90

5	E	60
6	F	100
7	G	50
8	H	80
9	I	70
10	J	60
11	K	70
12	L	50
13	M	70
14	N	100
15	O	70
16	P	70
17	Q	90
18	R	60
19	S	70
20	T	90
21	U	60
22	V	60
23	W	80
24	X	70
25	Y	100
26	Z	70
27	AA	80
28	AB	70
29	AC	50
30	AD	70
31	AE	50
32	AF	60
33	AG	60
34	AH	90
35	AI	40

36	AJ	100
37	AK	60
38	AL	100
39	AM	80
40	AN	90
41	AO	70
42	AP	70
43	AQ	50
44	AR	50
45	AS	100
46	AT	60
47	AU	70
48	AV	100
49	AW	90
50	AX	90
51	AY	60
52	AZ	60
53	BA	80
54	BB	100
55	BC	80
56	BD	90
57	BE	70
58	BF	60
59	BG	100
60	BH	80
61	BI	60
62	BJ	70
63	BK	100
64	BL	100
65	BM	80
66	BN	100

67	BO	90
68	BP	90
69	BQ	100
70	BR	80
71	BS	60
72	BT	90
73	BU	80
74	BV	90
75	BW	70
Total		$\sum Y = 5720$

To know the students' level at the test, the writer classifies the data into 6 categories, namely excellent, good, sufficient, low, very low and poor as the standard score of the test. The clarification of students' ability can be seen in the table as below:

Table 8 Classification of students' in Listening Ability

Score	Frequency	Percentage	Category
80 – 100	37	49.33%	Excellent
70 - < 80	17	22.66%	Good
60 - < 70	14	18.66%	Sufficient
50 - < 60	6	8%	Low
40 - < 50	1	1.33%	Very low
0 - < 40	0	0%	Poor
Total	N = 75	100%	

The table above shows students' achievement in listening ability. 49.33% students are in excellent level, 22.66% in good level, 18.66% in sufficient level. But there are 8% students who are in low level, 1.33% in very low level.

3. *The correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.*

This data analysis is aimed to define the degree of students' vocabulary mastery and listening ability.

$$M_x = \frac{\sum X}{N}$$

$$M_y = \frac{\sum Y}{N}$$

Thus, based on the table score it can be known that:

$$\sum X = 5490$$

$$\sum Y = 5720$$

$$N = 75$$

$$M_x = \frac{5490}{75} = 73.2$$

$$M_y = \frac{5720}{75} = 76.26$$

After the mean of data X and Y are defined. The researchers made working table of the final score as in this table below:

Table 9 Working Table of Analyzing the Correlation

No.	X	Y	X	Y	XY	X ²	Y ²
1	70	90	-3.2	13.74	-43.968	10.24	188.7876
2	90	80	16.8	3.74	62.832	282.24	13.9876
3	70	70	-3.2	-6.26	20.032	10.24	39.1876
4	70	90	-3.2	13.74	-43.968	10.24	188.7876
5	50	60	-23.2	-16.26	377.232	538.24	264.3876
6	90	100	16.8	23.74	398.832	282.24	563.5876
7	60	50	-13.2	-26.26	346.632	174.24	689.5876
8	70	80	-3.2	3.74	-11.968	10.24	13.9876
9	70	70	-3.2	-6.26	20.032	10.24	39.1876
10	70	60	-3.2	-16.26	52.032	10.24	264.3876
11	90	70	16.8	-6.26	-105.168	282.24	39.1876
12	60	50	-13.2	-26.26	346.632	174.24	689.5876
13	90	70	16.8	-6.26	-105.168	282.24	39.1876
14	100	100	26.8	23.74	636.232	718.24	563.5876

15	70	70	-3.2	-6.26	20.032	10.24	39.1876
16	60	70	-13.2	-6.26	82.632	174.24	39.1876
17	70	90	-3.2	13.74	-43.968	10.24	188.7876
18	70	60	-3.2	-16.26	52.032	10.24	264.3876
19	90	70	16.8	-6.26	-105.168	282.24	39.1876
20	80	90	6.8	13.74	93.432	46.24	188.7876
21	70	60	-3.2	-16.26	52.032	10.24	264.3876
22	50	60	-23.2	-16.26	377.232	538.24	264.3876
23	70	80	-3.2	3.74	-11.968	10.24	13.9876
24	70	70	-3.2	-6.26	20.032	10.24	39.1876
25	90	100	16.8	23.74	398.832	282.24	563.5876
26	90	70	16.8	-6.26	-105.168	282.24	39.1876
27	70	80	-3.2	3.74	-11.968	10.24	13.9876
28	90	70	16.8	-6.26	-105.168	282.24	39.1876
29	60	50	-13.2	-26.26	346.632	174.24	689.5876
30	70	70	-3.2	-6.26	20.032	10.24	39.1876
31	60	50	-13.2	-26.26	346.632	174.24	689.5876
32	70	60	-3.2	-16.26	52.032	10.24	264.3876
33	80	60	6.8	-16.26	-110.568	46.24	264.3876
34	60	90	-13.2	13.74	-181.368	174.24	188.7876
35	70	40	-3.2	-36.26	116.032	10.24	1314.788
36	80	100	6.8	23.74	161.432	46.24	563.5876
37	90	60	16.8	-16.26	-273.168	282.24	264.3876
38	100	100	26.8	23.74	636.232	718.24	563.5876
39	70	80	-3.2	3.74	-11.968	10.24	13.9876
40	70	90	-3.2	13.74	-43.968	10.24	188.7876
41	100	70	26.8	-6.26	-167.768	718.24	39.1876
42	60	70	-13.2	-6.26	82.632	174.24	39.1876
43	40	50	-33.2	-26.26	871.832	1102.24	689.5876
44	30	50	-43.2	-26.26	1134.432	1866.24	689.5876

45	70	100	-3.2	23.74	-75.968	10.24	563.5876
46	70	60	-3.2	-16.26	52.032	10.24	264.3876
47	50	70	-23.2	-6.26	145.232	538.24	39.1876
48	80	100	6.8	23.74	161.432	46.24	563.5876
49	90	90	16.8	13.74	230.832	282.24	188.7876
50	100	90	26.8	13.74	368.232	718.24	188.7876
51	50	60	-23.2	-16.26	377.232	538.24	264.3876
52	40	60	-33.2	-16.26	539.832	1102.24	264.3876
53	100	80	26.8	3.74	100.232	718.24	13.9876
54	100	100	26.8	23.74	636.232	718.24	563.5876
55	90	80	16.8	3.74	62.832	282.24	13.9876
56	80	90	6.8	13.74	93.432	46.24	188.7876
57	60	70	-13.2	-6.26	82.632	174.24	39.1876
58	60	60	-13.2	-16.26	214.632	174.24	264.3876
59	70	100	-3.2	23.74	-75.968	10.24	563.5876
60	60	80	-13.2	3.74	-49.368	174.24	13.9876
61	40	60	-33.2	-16.26	539.832	1102.24	264.3876
62	70	70	-3.2	-6.26	20.032	10.24	39.1876
63	70	100	-3.2	23.74	-75.968	10.24	563.5876
64	80	100	6.8	23.74	161.432	46.24	563.5876
65	60	80	-13.2	3.74	-49.368	174.24	13.9876
66	100	100	26.8	23.74	636.232	718.24	563.5876
67	100	90	26.8	13.74	368.232	718.24	188.7876
68	70	90	-3.2	13.74	-43.968	10.24	188.7876
69	80	100	6.8	23.74	161.432	46.24	563.5876
70	70	80	-3.2	3.74	-11.968	10.24	13.9876
71	50	60	-23.2	-16.26	377.232	538.24	264.3876
72	80	90	6.8	13.74	93.432	46.24	188.7876
73	90	80	16.8	3.74	62.832	282.24	13.9876
74	100	90	26.8	13.74	368.232	718.24	188.7876
75	60	70	-13.2	-6.26	82.632	174.24	39.1876

N = 75	$\sum X =$ 5490	$\sum Y =$ 5720	$\sum XY =$ 11196	$\sum X^2 =$ 20432	$\sum Y^2 =$ 19754.67
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Then, the writer determiner the degree of r_{xy} by implementing formula as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$\sqrt{(\sum x^2)(\sum y^2)}$$

Where:

r_{xy} = Coefficient correlation variables x and y

$\sum xy$ = The amount of multiplication between variable x and y

$\sum x^2$ = Deviation of X

$\sum y^2$ = Deviation of Y

Finally, from the working table, it can be known that:

$$\sum xy = 11196$$

$$\sum x^2 = 20432$$

$$\sum y^2 = 19754,67$$

$$\text{So, } r_{xy} = \frac{11196}{\sqrt{(20432)(19754.67)}}$$

$$= \frac{11196}{\sqrt{(20432)(19754.67)}}$$

$$= 0.557278$$

CONCLUSION

After conducting the research and analyzing all the data, the conclusion of the research can be seen as follows:

1. From 75 students of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru. The presented data on the subchapter show that the students are in excellent level 38.66%, 33.33% in good level, 16% in sufficient level. But there are 6.66% students who are in low level, 4% in very low level, and 1.33% get poor level. Then mean of students' vocabulary mastery is 73.2 it can conclude that average of vocabulary mastery of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru is in good level.
2. From the result of the listening test, it can be seen there are 49.33% students in excellent level, 22.66% students in good level, 18.66% students in sufficient level. 8% students in low level, 1.33% students in very low level, and there

are no one students in poor level. The mean of students listening ability is 76.26. it can be concluded that students' listening skill of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017 is in good level.

3. Based on the result of the data analysis, for $N = 75$, r table in 5% fault is 0.227 and r table in 1% fault is 0.296. it appears that $0.557 > 0.227$ and 0.296 . it means, that the hypothesis null (H_0) is denied and hypothesis alternative (H_a) is accepted. It can be concluded that there is a significant correlation between students' vocabulary mastery and listening ability. The correlation is positive and occurs in $0.400 - < 0.600$ level. It means the correlation between students' vocabulary mastery and listening ability is in sufficient category.

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